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ABSTRACT

This booklet outlines several conclusions about teacher education, socialization, and certification taken from "Teachers for Our Nation's Schools" by John I. Goodlad. They form the basis of a call-to-action for college and university leaders. The process of changing teacher education must begin with college and university leaders giving serious thought to basic questions about institutional commitment, curriculum, supportive structures, students, and plans for action. The whole institution must be involved in the change process; this includes the governing board, the president and academic vice-president or provost, the arts and sciences dean, the education dean, and the faculty. Recommendations are detailed for each of these administrators. (IAH)

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WHAT COLLEGE AND UNIVERSITY LEADERS CAN DO TO HELP CHANGE TEACHER EDUCATION

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ADVANCING THE AGENDA FOR TEACHER EDUCATION IN A DEMOCRACY: A GUIDE FOR COLLEGE AND UNIVERSITY LEADERS

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WHAT COLLEGE AND UNIVERSITY LEADERS CAN DO TO HELP CHANGE TEACHER EDUCATION

by Phyllis J. Edmundson, Boise State University, Idaho

ADVANCING THE AGENDA FOR TEACHER EDUCATION IN A DEMOCRACY: A GUIDE FOR COLLEGE AND UNIVERSITY LEADERS

The issuance of John I. Goodlad's book, *Teachers for Our Nation's Schools*, is a milestone in the continuing dialogue on reform in teacher education. Accompanying this volume are four guides to illustrate specific actions for renewing the education of educators simultaneously with reforming the nation's schools. The guides grew out of a project, Advancing the Agenda for Teacher Education in a Democracy, sponsored by the American Association of Colleges for Teacher Education, the Center for Educational Renewal at the University of Washington, and the Education Commission of the States. The production and printing of the guides in this series were underwritten by grants from the Exxon Education Foundation and Southwestern Bell Foundation. The four guides are as follows:

- *What Business Leaders Can Do To Help Change Teacher Education*
- *What College and University Leaders Can Do To Help Change Teacher Education*
- *What School Leaders Can Do To Help Change Teacher Education*
- *What State Leaders Can Do To Help Change Teacher Education*

These foundations and others have provided substantial support for Dr. Goodlad's effort. In 1990, the Exxon Education Foundation alone contributed $ 1.125 million in grants toward the Education of Educators Project.

The opinions, conclusions, and recommendations expressed in this guide do not necessarily reflect the views or opinions of the American Association of Colleges for Teacher Education or the other groups listed above. The AACTE does not endorse or warrant this information. The AACTE is publishing this document to stimulate discussion, study, and experimentation among educators. The authors were encouraged to express their judgment freely. The reader must evaluate this information in light of the unique circumstances of any particular situation and must determine independently the applicability of this information thereto.

Copies of the guides in the series, *Advancing the Agenda for Teacher Education in a Democracy*, may be ordered from:
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ADVANCING THE AGENDA FOR TEACHER EDUCATION IN A DEMOCRACY

Ideally, America's elementary and secondary schools should assure that all of the nation's young people will learn to think clearly and critically, live honorably and productively, and function effectively in a social and political democracy. In reality, the schools fall short of the mark.

Many people are raising substantial questions about America's schools, and reform is much on their minds and in the news. But they must realize that the schools will not change until teacher preparation programs change.

Long-term school reform depends on having all teachers in a school working together, constantly reviewing and improving the whole. Because of the way they are prepared, most teachers lack systematic training in consensus building or experience in working as a team with administrators and parents to improve the overall school. Preparation programs focus on work in individual classrooms, not on school reform. Yet, school reform is in trouble unless teachers learn to see beyond the limited horizon of the classroom.

If schools are to achieve their promise as institutions of a democracy, they must be staffed by teachers who are well-educated, who clearly understand their moral and ethical obligations as teachers in a democratic society, who have a solid grounding in the art and science of teaching, and who take seriously their responsibilities as stewards of the schools. If schools are to have such teachers, then teacher education must undergo serious renewal in tandem with the reform of public schools.

The nation is at a critical juncture, with a rare opportunity at hand. During this decade, many teachers will retire or switch careers. Schools will hire two million new teachers to fill these vacancies. How they are selected, prepared, and inducted into teaching will be crucial to the success of school reform. Likewise, many professors in both liberal arts

and education will retire. Colleges and universities also can further school reform by appointing faculty who will work toward teacher education renewal.

Reforming schools and reforming teacher education must proceed simultaneously. One cannot have good schools without good teachers. Conversely, teachers must learn how to teach in good schools. At present, neither the schools nor the teacher education programs are good enough.

TEACHERS FOR OUR NATION'S SCHOOLS

A blueprint for the simultaneous renewal of schools and the education of educators is put forth in John I. Goodlad's latest book, *Teachers for Our Nation's Schools**. Using surveys, interviews, and visits to representative colleges and universities with teacher education programs, Goodlad and his colleagues have gathered a formidable amount of data on the teacher education enterprise. *Teachers for Our Nation's Schools* presents Goodlad's conclusions and summarizes the richness and depth of this five-year study, the largest ever on the subject.

Goodlad raises serious concerns about

- the nation's changing demographic and economic conditions that are creating new expectations for teachers and schools in a democracy,
- the inadequate way teachers are being prepared,
- the neglect teacher education suffers, and
- the state's tendency to overregulate this professional preparation program.

As the following conclusions from the report illustrate, a tremendous amount of commitment, energy, creativity, and support will be required to revitalize teacher education.

Conclusion: Teachers do not know enough to teach about the responsibilities of living in a democracy.

The schools have a moral imperative to enculture the young into a democracy and to instill in them the disciplined modes of thought required for effective, satisfying participation in human affairs, Goodlad writes. He argues that it is fundamental for all students to learn what democracy is, how it works, and what their responsibilities are for full participation.

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* Goodlad, John I. 1990. *Teachers for Our Nation's Schools*. San Francisco: Jossey-Bass.

Teacher education programs, however, pay scant attention to helping prospective teachers develop an understanding of democracy—in the broadest sense of the word—and what it means to teach students their moral and intellectual responsibilities for living in a democracy. Nor do teacher education programs devote systematic attention to the means by which all students can be provided the intellectual tools for participating broadly in the human conversation.

Conclusion: Colleges and universities provide little sustained commitment to teacher education.

College presidents rarely consider teacher education a priority for themselves or their institutions, Goodlad reports. Many teacher education programs are tolerated merely because of economic or political expediency. These programs often have no organizational identity, no faculty with decision-making authority, and no constancy of budget and personnel. Faculty are penalized for involvement in teacher education by the current reward structure.

College and university leaders must embrace their social responsibility and strive to fully fund and support, actively promote, and vigorously advance their teacher education programs, according to Goodlad, or they must quit the business of preparing teachers. The president must establish a clearly identifiable group of academic and clinical faculty, drawn from the college and from elementary and secondary schools, and give this group the authority and responsibility for the teacher education program and its students.

Conclusion: The undergraduate curriculum is inadequate for prospective teachers.

Teachers should be among the best-educated members of society. In reality, their general education consists of disconnected courses in arts and sciences. (Of note, these are the same courses that all other students take and that have been heavily criticized as inadequate in recent years.) These courses are followed by more disconnected courses in an academic specialization, methods courses for teaching, and field work and student teaching

in local schools. Typically, these courses bear little relation with each other or with what has preceded or will follow.

New curriculum. Goodlad recommends a new curriculum for prospective teachers to include

- a pre-education sequence, much like pre-med for doctors, giving students a solid, coherent academic foundation, a sophisticated understanding of democracy, and an introduction to the art and science of teaching what they are learning;
- a professional education sequence for the study of learning, teaching, and schooling; and
- postgraduate sequence of well-supervised practice in clinical schools where ongoing assessment and renewal are standard practices.

The curriculum must be sequenced thoughtfully, with elements deliberately integrated to enable students to see the relationships across disciplines and between academics and teaching. The curriculum also must address how teachers, working with colleagues, administrators, parents, and community leaders, can continually renew their schools.

Clinical schools. Goodlad believes a wide variety of laboratory settings and exemplary schools must be available to teacher education students for observation, hands-on experiences, internships, and residencies. Clinical arrangements demand close collaboration between the schools and the university, and clearly delineated connections between class work and field work. For a school to qualify as a clinical site, its teachers and administrators must demonstrate their willingness to engage in constant, critical review and renewal of the school's structure and performance. The number of students admitted as a cohort to the teacher education program must not exceed the number of available positions in clinical schools.

Conclusion: Socialization of new teachers tends to reinforce the status quo.

During student teaching and during their first few years of work, new teachers may be charged with idealism and committed to making improvements, but they are likely to have little impact. New teachers face the tyranny of the status quo: "We've always done it this way," or "Welcome to the real world," or "Forget all that nonsense they taught you in ed school." The message is to fit in. Discouraged and disillusioned, many teachers quit; half leave the profession within five years. Of those who remain, many become isolated, trying to do the best they can in their individual classrooms.

Those who would make mentoring with experienced teachers the basis of professional preparation for beginning teachers are, in effect, supporting the status quo.

Conclusion: Because of shortages, some states allow teachers to become certified through questionable shortcut programs.

To meet shortages, state officials are turning to shortcut preparation programs because they are cheap and quick, but these programs have serious disadvantages. The novices prepared in shortcut programs are the greenest of greenhorns with respect to teaching. Their baccalaureate coursework, often completed many years ago, was just as fragmented as that of teacher education graduates, and the former have even less knowledge of how to teach, of teaching in a democracy, and of working collaboratively to improve the schools. In addition, their student teaching has occurred in the very schools that everyone has condemned as ineffective.

Goodlad insists that state certification policies must strongly support teacher education programs without unwarranted intrusions. Programs "must be free from curricular specifications by licensing agencies and restrained only by enlightened, professionally driven requirements for accreditation," he writes. In addition, programs "must be protected from the vagaries of supply and demand by state policies that allow neither backdoor 'emergency' programs nor temporary teaching licenses."

THE TASK AHEAD

Despite the achievements of the school reform movement, schooling in America is still in serious trouble. Goodlad's recommendations in *Teachers for Our Nation's Schools* offer hope. By linking school reform with reform of the education of educators, the chances are substantially increased for lasting improvements in schooling.

Creating the kinds of schools the nation needs and educating the kinds of teachers those schools need mean a tremendous amount of work during the next two decades. The successful simultaneous reconstruction of teacher education and the schools will require diligence, resources, and patience. Of greatest importance will be the ability and willingness to think clearly and to stay the course. Faced with a tough and sometimes politically risky job, some will be tempted to look for easy remedies, quick fixes that involve less risk, less time, and fewer resources. But to fulfill the promise of *Teachers for Our Nation's Schools*, all concerned must avoid the easy way out.

Leaders in schools, colleges and universities, states, and businesses are encouraged to join Goodlad's and other educators' effort to advance the agenda for teacher education in a democracy. This booklet provides a brief overview of the call-to-action.

WHAT COLLEGE AND UNIVERSITY LEADERS CAN DO TO HELP

Substantive change in the education of educators requires institutional leadership and commitment from those in higher education, as well as cooperation from those in the public schools. The forms of change will vary to fit each institution's culture, but the broad outlines of the agenda for change apply to all.

The following sections present a series of questions to stimulate the inquiry needed for a foundation for the change process. To have lasting and pervasive change, the whole institution must be actively involved. This includes the governing board, the president and academic vice-president or provost, the arts and sciences dean, the education dean, and the faculty. A short list of resources concludes this guide to identify groups already giving serious attention to changes in teacher education.

Questions To Stimulate Action

The process of changing teacher education must begin with college and university leaders giving serious thought to basic questions about institutional commitment, curriculum, supportive structures, students, and plans for action. To garner the broadest support for change, leaders are advised to engage the entire university community in conversations about these questions.

Institutional Commitment

- What are the responsibilities of teachers in a democracy?
- Is this institution willing and able to commit the resources of time, money, status, and rewards required to prepare teachers so they are able to assume the responsibilities of teaching in a democracy? If the answer is no, steps should be initiated to eliminate teacher education from the university.

- What beliefs and values about teaching underlie and direct decisions about the programs to prepare teachers?

Curriculum

- What experiences would best prepare teachers to assume their responsibilities and conduct themselves successfully?
- How can faculty integrate subject matter and pedagogy throughout students' experiences?
- What are the crucial issues in education and how can students come to understand them?
- How can faculty ensure that the programs to prepare teachers provide positive models of effective learning conditions?
- What are the connections between theory and practice and how can the curriculum be strengthened to help students make those connections in their learning and teaching?
- How can the curriculum be restructured to help future teachers understand and accept their moral obligations as teachers, especially to provide quality education to all young people?
- How can the curriculum be structured to help prospective teachers understand their responsibilities for contributing to the ongoing renewal of the schools where they work?

Supportive Structures

- What kind of organizational structure within the institution will best support the education of educators as a central mission, and ensure that a group of faculty assumes responsibility for providing quality programs for all prospective teachers?

Students

- How many students can the institution accommodate in ways that allow it to
  —provide individual attention from the beginning of their preparation to teach,
  —thoughtfully evaluate them before admission to teacher education on all dimensions necessary for teaching,
  —monitor their progress and provide assistance, and
  —provide consistently high-quality clinical experiences?
- How can this institution seek out students from diverse backgrounds and help them overcome such barriers as inadequate basic skills or lack of financial resources so that they can successfully complete teacher education programs?
- How can this institution foster the development of cohort groups of prospective teachers who learn to collaborate and support one another?

Plans for Action

- What action steps are required to move teacher education programs to where they must be to meet their moral responsibilities in the preparation of educators?
- What resources will be required? What are currently available? How can these be used more effectively? What other sources should be explored? How can these sources be tapped?
- What obstacles must be overcome or their influence lessened?
- What enablers must be present to assist in the necessary changes? How can they be enhanced?

Taking Action

Thought without action means little. Only as reflection prompts thoughtful restructuring of teacher education programs can inquiry produce improvements. Such action will require participation by various leaders throughout the institution.

Governing Board. Because of its policy-making role in a college or university, the governing board has important responsibilities in the renewal of teacher education. To support changes in teacher education, the governing board must

- establish that quality teacher education is a priority for the institution.
- require the president to demonstrate an understanding of the importance and complexity of the education of educators and to commit to its central role in the life of the institution.
- hold the institution accountable for providing consistently high-quality programs for the education of educators. If the institution is unable or unwilling to provide such programs, be willing to terminate those programs that do not meet the standards set by the profession.

President and Academic Vice-President or Provost. An institution's academic leadership is vital to the success of any effort to renew the education of educators. These leaders must

- provide vigorous public support for the education of educators in their institution, and clearly and consistently communicate that this endeavor is central to the institution's mission.
- make the education of educators a campuswide responsibility by emphasizing its importance and rewarding all who actively participate in developing and implementing high-quality programs.
- establish within the institution an organizational unit that has responsibility and authority over all aspects of preparing teachers, including identity and mission of the unit, budget allocations, faculty selection and development, student recruitment and selection, curriculum, and faculty evaluation and reward structure.
- allocate resources equitably to ensure that the unit maintains parity with other programs in the institution.

- maintain a commitment to do only what can be done well with the resources available.
- implement a faculty reward structure that recognizes and provides incentives for active participation in the education of educators and for research centered on pedagogical issues.
- provide resources to support the renewal of teacher education, such as faculty time for planning, funding for additional positions, and reallocation of funds.
- provide constant, predictable support as faculty work through the difficult process of developing high-quality programs for educating educators.

Dean of Arts and Sciences. Teacher preparation begins when students first enter the college or university and begin their academic studies. These studies are crucially important in the development of competent teachers. Teacher education is a campuswide responsibility, and the College of Arts and Sciences must have close ties to and involvement in the education of educators. As the leader of the arts and sciences faculty, the dean will be required to

- recognize the importance and complexity of teacher education.
- accept responsibility for the College of Arts and Sciences to participate actively in the preparation of educators.
- commit to collaboration with the education unit in the enterprise of preparing educators.
- allocate the necessary resources for teacher education activities in the College of Arts and Sciences, such as time for faculty and administrators to serve on intercollege committees; joint faculty appointments with the school, college, or department of education; and time for arts and sciences faculty to teach pedagogical courses.
- recruit faculty with expertise in pedagogy for joint appointments or assignments to the education unit.
- support faculty research into pedagogical content knowledge and related areas.

- establish incentives and rewards for faculty who contribute to the education of educators.
- improve and maintain the quality of general education courses and give attention to curricular reviews that ensure appropriate content for prospective teachers.
- require excellence in teaching from arts and sciences faculty.

Dean of Education. The primary responsibility for providing leadership in rethinking and restructuring teacher education resides in the School, College, or Department of Education (SCDE). As head of the unit, the dean has a pivotal role and will be required to

1. provide leadership by
   - identifying needed changes and encouraging development of a vision to guide teacher education programs.
   - communicating clearly within the university and to the larger community the centrality of teacher education to the mission of the college or university and to the SCDE.
   - obtaining necessary resources to support planning and implementing substantive changes in teacher education program structure and curricula.
   - ensuring constancy of resources and continuity of personnel for teacher education programs.
   - supporting limitations on enrollment on the basis of the teacher education unit's capacity to provide high-quality field experiences and thoughtful, deliberative seminars.
   - expecting and promoting ongoing renewal of teacher education.
   - committing to a long-term, substantive change process.
   - supporting the development of an organizational unit that has as its central mission the preparation of educators. The SCDE would be a major stakeholder in this unit whether it is housed within the SCDE or elsewhere.
   - delegating responsibility for teacher education to a group of faculty who possess the knowledge and experience vital to teacher education and who demonstrate a commitment to the preparation of educators

2. collaborate with others to

- establish with the College of Arts and Sciences a working partnership that supports shared responsibility for the education of educators.
- develop with school districts working partnerships that are founded on shared responsibility for the preparation of educators.
- develop joint appointments for faculty from the College of Arts and Sciences and faculty from K-12 schools to work in teacher education programs.
- work with the governor and legislators, the state certification board, certification officers, and other institutional leaders to change certification requirements so that they focus on standards for outcomes rather than on specific program requirements.

3. support the faculty by

- providing alternative assignments to faculty whose interests and expertise do not focus on teacher education.
- assigning faculty positions to the teacher education unit with the understanding that these positions will be used to recruit faculty with strong commitments to and expertise in the education of educators.
- encouraging the teacher education faculty to develop reward structures appropriate to the work of preparing teachers, such as recognition of work with pre- and inservice teachers, validation of research on teaching and learning in K-12 schools, and support for collaboration with schools in renewal efforts.
- providing rewards and recognition to faculty who work effectively with pre- and inservice teachers and in school renewal activities.

Faculty. It is ultimately the faculty's duty to ensure that prospective teachers are well educated and well prepared to assume their responsibilities. With leadership from the preceding administrative groups, faculty from teacher education, arts and sciences, and area

schools will provide the force to change the education of educators. The major burden will necessarily fall on faculty for designing programs, developing curricula, working with students, maintaining quality, and providing for faculty development.

1. In designing the program, faculty must

- assume responsibility for the conduct of teacher education.
- establish a solid foundation on the basis of schools as institutions of a democracy and of teaching as a moral commitment.
- specify the scope and sequence of the pre-education, professional education, and postgraduate curriculum.
- institute procedures for selecting students who demonstrate commitment to the moral, ethical, and enculturing responsibilities of teaching.
- develop plans to recruit students representing diversity and to provide necessary support for these students as they move through the program.

2. In their work with students, faculty must

- monitor students' progress throughout the program.
- establish standards for entry into the program, but provide remedial work to students with deficiencies.
- support and monitor students' development of literacy and critical-thinking skills.
- place students in cohort groups and foster teamwork as well as individual development.

3. When developing curricula, faculty must

- emphasize the development of critical thinking and inquiry through intellectually challenging courses and experiences; plan explicit activities to help students understand

the connections between general education and pedagogy; give serious attention throughout the program to crucial issues in education, especially the moral dimensions of teaching in a democracy; and attend throughout the program to students' needs for global and multicultural awareness.

- create, in collaboration with school districts, professional development schools that provide consistently high-quality field experiences.
- support field experiences with seminars encouraging thoughtful analysis of the work and of issues in education as manifested in classrooms and schools.
- design course work to instill a belief that all children can learn, and use field experiences to test and reinforce that belief.
- deliberately model for students exemplary practices in curriculum planning, instruction, counseling, testing and evaluation, and establishing productive learning environments.
- plan ways to assist new teachers and use their feedback to evaluate and improve the program.

4. To maintain quality, faculty must

- ensure that courses, including those in general education (arts and sciences), emphasize inquiry and provide thoughtful, ongoing attention to the crucial issues of education in a democracy.
- design and implement a faculty evaluation system that emphasizes the importance of serving as exemplary models of excellent teaching.

5. In providing for faculty development, faculty must

- recruit and retain faculty who demonstrate an active commitment to the education of educators and who support that commitment in their scholarly activities.
- require that faculty participate in school renewal activities in elementary and secondary schools.

- encourage and support faculty to pursue research on teaching and learning in public schools and/or teacher education.

Needed Support. Restructuring teacher education programs will undoubtedly require some reallocation of resources and may call for additional resources, such as the following:

- faculty time to design new programs and follow through with implementation and evaluation.
- funding to recruit and support faculty (if the institution has an insufficient cadre of faculty with the necessary skills and commitment).
- additional faculty positions to accommodate work with students in small seminars and to ensure personal attention throughout the program.
- funding to support partnerships with schools, including joint appointments of faculty, staff development at both sites, and time for program planning and evaluation.
- funding for pilot programs and other innovations.
- support for waiving university policies or state requirements as necessary to bring about desired changes.
- rewards to faculty who provide exemplary service in the education of educators.

RESOURCES

Access to information and expertise that may be unavailable in the institution is another kind of resource that will be needed. For example, program planners may need assistance in curriculum development, advice on campuswide problems, or information about alternatives being tried elsewhere.

Several national groups support the work of improving the education of educators. The names and addresses of those most active are included here as resources.

Mr. Roger Soder, Associate Director, Center for Educational Renewal, College of Education, University of Washington, Seattle, WA 98195, 206/543-6162.

Dr. David G. Imig, Executive Director, American Association of Colleges for Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036-2412, 202/293-2450.

Dr. Joni Finney, Director of Policy Studies, Education Commission of the States, 707 17th St., Suite 2700, Denver, CO 80202-3427, 303/299-3354.

The Holmes Group and Michigan Partnership for New Education, Dr. Judith Lanier, College of Education, Michigan State University, East Lansing, MI 48824-1034, 517/355-1734.

Project 30, Dr. Frank Murray, Dean, College of Education, University of Delaware, Newark, DE 19716, 302/451-2311.

The Renaissance Group, Dr. Thomas J. Switzer, Dean, College of Education, University of Northern Iowa, Cedar Falls, IA 50614, 319/273-2717.

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